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# Going, William T. - Oral History Interview

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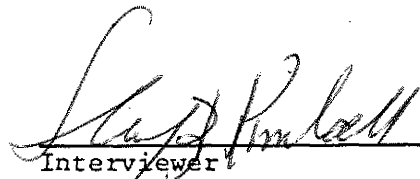
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ORAL HISTORY

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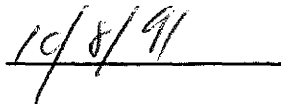
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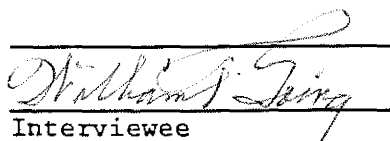
  
Interviewer

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SIUE ORAL HISTORY PROJECT

Summers 1990-91

William T. Going Interview, October 8, 1991

Interviewed by Stanley B. Kimball

Filename: GOING. 108

Q: Dean William Going, thank you so much for dropping by my office this October 8, 1991 and being willing to share your memories and reflections over many many years. You came in 1957. That's thirty four years ago.

A: Yes.

Q: You are one of the authenticated pioneers. It is imperative that we have your views on a variety of subjects, particularly the formation of this university, the ups and downs, the problems, the successes. Why did you come here in the first place?

A: I had just returned from Ohio in the summer of 1957 to the University of Alabama, where I had tentatively agreed to be the chair of an English department and that very weekend Harold See called me and said the English Department at Carbondale had selected me to be interviewed by them. As you know Harold went into enthusiastic discussion about what was going to develop in the metropolitan area across from St. Louis. I felt this to be interesting and I got on the train and came up. I arrived at Carbondale at about 4:30 in the morning. Listening to the trains go up and down, back and forth.

I enjoyed meeting the people in the English Department, and Harold See came up from the metropolitan area and we had interesting conferences. They offered me a professorship. I was impressed with what I saw in Carbondale. I took a bus, came up to Alton and visited what was then Shurtleff College. The campus was still actually under the fiscal control of Shurtleff University. So there had been some summer classes.

Q: Some of our summer classes?

A: Yes. Dave Bear and Howard Davis had both taught a summer course shortly before the university was to take fiscal control to pay Shurtleff rent with a right to purchase. I remember an interesting incident. The secretary of the president of Shurtleff was still presiding over the office in Alton and one of the candidates sitting there said, may I smoke? The answer was, not today but two days from now when Southern Illinois takes over you probably can.

So I went back to Tuscaloosa and thought about this matter awhile. One of the things that disturbed me and disturbed me even more when I became an administrator of this university, was that firm contracts never could be issued by this university without the legal approval of the Board of Trustees--a matter that most universities handle simply by letters. You must let your own university know what you are planning even without legal approval from SIU.

I went back to the University of Alabama and informed the dean of the Liberal Arts College that it was my intention to resign on September the first pending approval by the SIU Board of Trustees.

I paid another trip up in the later part of the summer to look at some of the university housing and then around September the first I came with all my belongings. That was the beginning.

Q: Let me be sure I have this right in 1957 you were considering a position at Ohio, Ohio State.

A: No, this was Mount Union a private college in Alliance.

Q: You were at the University of Alabama. Carbondale wanted to interview you and they notified you through See.

A: Yes, but I think the matter originated with See entirely. See had written to a number of major universities in the mid-west asking for representative folders. That is how my folder came from the University of Michigan. See passed it along to the English Department because, if you remember, in the opening years Carbondale was naturally suspicious and wished to have a hand in selecting the faculty. We can talk more about that later.

It's an interesting story, but my file was turned over to the English Department and that is how I happened to see mostly people in that department on my first visit.

Q: Then you made a second visit here and then on or about September the first 1957 you and Margaret moved here.

A: Yes.

Q: To Alton I presume.

A: Yes.

Q: Bill, why did you stay so long?

A: I think the answer to that question is I liked what I saw. I think this university offered me a great many opportunities. I spent the year of 1957-1958 living in a faculty house on the Shurtleff campus and then at the end of that spring session I was made Dean of Instructions and this provided me the opportunity of hiring almost a complete new faculty for a new campus. It gave me a unique chance to come to know the administrative end of academic world.

I enjoyed things like meeting people at the University of Illinois, serving on the state Woodrow Wilson Fellowship Committee, being a member of a Advisory Board to what later became the Board of Higher Education of the state, and meeting a great many of my colleagues across the country. I enjoyed this experience from 58 to 65 at which point I returned to teaching when we opened the Edwardsville campus.

Q: What would you consider the most significant contributions you were able to make to this university and the area?

A: In the English Department I conceived of myself as a sort of model, however bad or good because I came as a full professor. This university opened with three full professors: one in Chemistry,

one in Business and myself in English. Neither one of the other two professors stayed very long. I'm the only one of that trio that stayed until retirement.

Q: That's a very unusual and interesting point.

A: If I might explain. A man can't go to many universities and have any kind of retirement if he switches around too much. He jeopardizes usually a great portion of his retirement. I had taught 20 years in Alabama, so I was somewhat in mid-career before I came. Part of the answer to your question is a financial answer. I couldn't profitably move again anywhere else and have a very decent retirement unless I returned to the State of Alabama.

To get back on the track, I hope I served as a model for people in the English Department because my philosophy is that a good college instructor must be a decent performer in the classroom. He must also be a decent scholar. He must publish. This notion of publish or perish is entirely an overstatement because a good teacher on the college scene cannot be a good teacher unless he knows something about research and his research, hopefully, ought to be geared to the fields he teaches. The two things go hand in hand. I would not claim credit for the kind of faculty that the English Department and other departments have become, but I think in this university we have assembled an enthusiastic group of people who have been decent teachers and good scholars.

The other thing that I tried to do as Dean of Instruction (and that I suppose I am proud of) is to have had a hand in the creating of a faculty for a major university. It was not an easy job for the



simple reason that we operated in two localities, and we knew very soon we were coming to a third locality. How do you keep two localities going with a decent spread of people with their own personal interests and yet not create a group of people who are in each others hair by the time they come to the Edwardsville campus?

This was a great concern of mine; whether it came off or not I am not sure. But I was not aware of many dog fights when we did assemble as a group in Edwardsville. This was a very interesting experience for me to sit down and talk to people from all parts of the country, to separate those just job hunting from those who had a sincere interest in this developing university.

Q: You did that apparently about 300 times?

A: Yes, I suppose so. I remember the last year when we were employing for the opening of the Edwardsville campus, I interviewed well over 200. This doesn't mean these people were all employed of course because we interviewed a lot of people that we didn't like and perhaps some of them didn't like us very much. But I must say most of the people that we interviewed were intrigued with the idea of something new or to put it in a comical fashion, I was always impressed with the people who came.

They were all eager for new opportunities. That is a very good thing. There must be a certain kind of enthusiasm and desire I think at least for a new institution to start off.

Q: You made an excellent point about the value of a professor researching and that a teacher improves and is a better teacher if they research. One of your specialties was Alabama literature. In fact as far as I know you still are a leading authority in that field. Do you still keep up in that?

A: Yes, I do. I have just finished reading a manuscript from the University of Alabama Press done solely by members of the faculty of the University of Alabama, following in the kind of thing I did ten years ago, bringing a group of essays about Alabama literature up to date. I never taught in this field in the state of Illinois because it was not a field that could have been of great interest. I did teach a seminar in William Faulkner, the literary idol of the South between wars. I got into this Alabama field by the back door. Before I left the University of Alabama I had become the guardian of the papers of William March, who died very suddenly, the author of the World War novel *Company K* and his last novel *The Bad Seed*, which Maxwell Anderson turned into a drama.

I had started in this project at Alabama and I did not finish editing William March's *99 Fables* until I came to this university. But my real field has always been 19th century Victorian and American literature. These are the fields that I have taught most consistently.

Q: We talked about your contributions. Let's turn the coin over and talk about your greatest satisfactions over the years. By the way when did you retire?

A: 1980. October the 1st 1980. So I have been retired for 11 years.

Q: But you have been a member of the community of course ever since. I've seen you on campus a great deal. Anyway , let's go from contributions to satisfactions. Your greatest satisfactions over the 23 years you were in harness plus what ever you wish to add since retirement.

A: Well I think, again as I have already intimated, there were two kinds of satisfactions. There were the satisfactions of teaching and conducting seminars - teaching all the way from freshman English. When I walked into my first freshman English class in the Fall of 1957 there were 45 people sitting in the classroom, sitting in the window sills, standing up. We were all somewhat overpowered by the number of people who turned up in 1957.

Q: At old Shurtleff?.

A: At Alton. Yes. That is correct. This same satisfaction went on through graduate seminars. I enjoyed that aspect very much because I had worked somewhat in the doctoral program at the University of Alabama, which was getting underway when I left.

If I might give you one illustration of the kind of satisfaction that one gets in a seminar. I prepared two brief essays on Joyce's group of short stories that he called *Dubliners*. Instead of saying to my graduate students, I want you to write something about *Dubliners* that has not been written on before (and there has been a great deal

written), here is the kind of thing I want you to do and I presented them each a copy. They looked rather shocked and surprised. Finally one young gentleman said, may I ask you a question and I said, that's what we are here for and he said, now you are going to judge the papers that we write and doubtless you will put grades on them. I would like to ask you if you think you could get these papers of yours published, that is somebody judging the judge.

I'll admit I was a little shocked, but I said, I can't answer that question except to say that I will immediately send them off to a journal that will get them read and refereed by people who are supposed to know something about James Joyce and we'll see what happens.

Before the end of the quarter, I was lucky in that both of the articles were accepted. The outcome was that students could see how research worked in the field of English (or at least a little portion of it)-- how it worked on their level and how it worked on what I suppose we call the professional level.

I suppose one also gets satisfaction out of directing student theses and helping students prepare for oral examinations. This is always a great satisfaction. Now to return to what I have already said. There is another kind of satisfaction in administrative work. You get to see the inside of the formation of what it takes to make a campus work. I think I should digress a moment here to say that one of the privileges of administration in this university was to meet Charles Tenny who was the long time Vice President of Instruction at this university. He came to this campus directly from Oregon in the depth of the depression as a young instructor in English and a coach of the tennis team and he ended up in the top academic

administrative capacity. He was, I think, the most well read man I ever met in my life. He continued to teach in both philosophy and English. A point I would like to emphasize is that no administrator is a good administrator who totally separates himself from the teaching of the university.

I have the highest respect for some university presidents who continue to teach an occasional class. Academic deans who are totally separated from all aspects of the classroom are not good deans. They become lost in paperwork, isolated without even knowing it. One of the privileges of administration was knowing a man like Charles Tenny because he operated behind the scenes, he anticipated trouble, he was a good planner. There are a great many satisfactions in administration because you have the opportunity to shape things.

Q: Has it been possible for you to keep up with some of your more memorable students? Do you see them from time to time or correspond or anything of that nature?

A: Yes. I do from time to time. For instance, the journal that Nicholas Joost founded, *Papers on Language and Literature*, did an interesting thing about five years ago. It published a group of essays written largely by students of people in the English Department who had retired.

Jack Ades edited this issue to honor the retirees in the English Department.

Q: Sort of a *Festschrift*.

A: Yes. That would be the proper name for it. I think we all enjoyed seeing what these students had done with some of the matter that they had worked on in our seminars. The young lady who wrote the essay in my section of the journal had become a chair of an English Department across the river and she did an excellent job on an aspect of Gabriel Rossetti that grew out of her masters thesis. I think, and come in contact with these people who often call us up. I think one of my most enthusiastic students is one who went into French because he had got an unusual opportunity, but he usually calls me up and lets me know where he is. Yes, I think we stay in contact with some of our students who choose to.

Q: Your greatest frustrations over those 23 years that you were a high administrator.

A: My frustrations are never hard to come by, however petty they sound with the passage of time. The greatest frustration, and I will confine this largely to administration. I would say there are a great many more pleasures than frustrations in the classroom itself. It seems to me that administration is 50 percent about frustrations anyway. For example President Morris would not allow academic framework to take form on this campus soon enough. If you go back and look at our earliest catalogs, they say, Not for distribution externally. If you look at our administrative set up, we had divisions, not departments and not schools. The reason for this is the by-laws and statutes of this university stated that the creation

of chairman of departments and schools were a matter for approval by the Board of Trustees. Divisions were reported to the Board, but they did not require formal action.

In other words, President Morris, for I suppose good reasons not want this campus to take final academic shape and he did everything in his power to delay it. This was a very frustrating experience, because to have a large group of people teaching English or history without any formal organization by university law was really quite frustrating. Before we came to the Edwardsville campus in 1965, we had to have some kind of organization. Acting titles were a sort of legal dodge within the university's by-laws systems.

Now if I might resort to a figure here, when this university got underway in the metropolitan area, it got underway very quickly. It was as if a young girl had had a child before she really knew the process of birthing. If you look at the history of Southern Illinois University, you can understand the why's. Illinois itself was slow with public education. The University of Illinois did not get underway until after the Morrill Act of 1862 provided finances for it.

This meant that it was quite different from the state that I'm most familiar with, Alabama. Though these two states came into the union about the same time, their beginnings in public education were quite different. The University of Alabama was founded in 1831. So by the time the Morrill Act came into existence during the Civil War, created a land grant university at Auburn. Illinois, however, in the latter part of the 19th century had only one major university at Champaign-Urbana and a series of teachers' colleges, south, north, east, and west.

Carbondale, when I came to know it, had made great headway in turning itself into the second most important educational institution in the state. It had been prohibited by law from being a true university. It could not have an Agricultural School, for example, but it did have one when I came. It could not have various types of schools and each one of these had to be negotiated. When I came to know Carbondale, it was making great progress in this direction. It had re-created itself from the teacher's college atmosphere into a full-fledged university and was making great headway in the doctoral program with many visiting professors of considerable distinction; with a press that was the recipient of a good deal of national praise. So both from the faculty on the Carbondale campus and from the president of the University there were two emotions. One was the need to get into the large metropolitan area of southern Illinois and, at the same time, not to jeopardize what was going on in Carbondale.

If I might give you a tiny example of this, when we first knew that a new campus would be located in the Edwardsville area, the Dean of the Graduate School was riding with me out to see the location and when he looked at the broad expanse of the acres, he moaned and said, it won't be long before you up here will all be telling us what to do down there in Carbondale. I don't think he meant this too seriously, but as a comic incident, it shows the feeling of trying to do two antithetical things at once.

Harold See became a part of this university, I believe, in 1955; he was a member of the extension division and he was given, as he has told me many times, a Ford car and told to come up to the Belleville-East St. Louis area and see what could really be done.



The simple answer to what happened was that Harold See did his job too well. Shurtleff College suddenly went out of business, its faculty being notified over the Christmas holidays by radio that the college, the only liberal arts, Baptist college in the state of Illinois, would be going out of business at the end of the academic year.

This was a great opportunity because it provided a place and, though universities may not be brick and stone, they nevertheless have to have some kind of locale. At the same time, East St. Louis was getting ready to open a very large new high school, which meant that an old building would also be available in 1957-58 in the heart of East St. Louis. With these facilities and Harold See's good job of establishing the need for public education in this area, a real beginning could be made. There was almost no public education in St. Louis in the 1950s. There were two private universities that were both rather expensive and so the need in this area on both sides of the river was overwhelming, more overwhelming than even the planners realized.

The great frustration was trying to establish enough faculty to meet the needs and at the same time provide sort of an academic framework for the future. This was a juggling act, we established divisions that were quite unsatisfactory. My recommendation over and over again was to establish as quickly as possible a college of business, a college of liberal and fine arts and sciences. This was never acceptable to President Morris, though it had the backing of Harold See. And so what is the outcome of this? The outcome of this is that we now have seven schools growing out of our acting divisions. This is wasteful administration.

Once patterns get established they stay established whether they were legal or not. And now on the campus of Southern Illinois University at Edwardsville what do we have? We have these divisions suddenly anointed as schools. We have a School of Humanities composed of departments, Philosophy, Foreign Language, and English. Totally separated in academic administration from a School of Social Sciences, from a School of Fine Arts, from a scientific school that has changed it's name several times.

So the outcome of neglecting to give formal reasonable and fixed framework was not only frustrating it set, in my opinion, a bad administrative framework because the Edwardsville campus had too much duplication in academic administration in the year of 1981 and it is going to be forced in years to come to see how to get rid of some of that and it will come back to a more formal kind of organization. We need a College of Liberal Arts and Sciences. We need a College of Education and we need certain other units that will have to be established perhaps we'll get to talk about that to some extent. The nursing, the Department of Nursing was actually our first department. Because it was a department on the Carbondale campus. We'll talk about this if you want to later. It seems strange that a nursing department that is now a school was actually the first part on what we call now the Edwardsville campus.

So what I'm saying was this was not only frustration in administration because I had to ask people to act informally in all these capacities and it was embarrassing for me to ask without formally approved titles. It was embarrassing for people I think to have to do these things though a great deal of it was done with good grace. I suppose I am saying I was really right. But I think there

are not many schools in the United States who have Schools of Humanities and Schools of Social Science and Schools of Sciences. These things separated in an organization which is quite wrong. Because the faculty is in the area of liberal arts need to know each other, meet each other, understand each other. We don't need a speech department, drama department, separate from a department of literature. These fields overlap. We teach drama in one area and we teach the same drama in another class and all we say is it has a different emphasis. Well, you see Stanley I'm wound up on this subject. But that was the great frustration.

Q: Now you said your wound up. Well, your a southern gentleman and have on several time said, permit me to make an observation. Well, I guess I'm a western gentleman, and I wish to make an observation. And that is Bill this is the best damn interview of anyone I ever had.

A: Come, come, it shouldn't be.

Q: As I sit here I'm not supposed to talk but I'm going to talk for a minute anyway.

A: You should.

Q: I feel I have to. I feel that I should talk on occasion to frame for posterity some of the things I understand that they might not understand. But I have heard many people talk about many frustrations and how we got started and the ups and downs and perhaps

its because I've heard so much that your story seems so much more lucid, so much more organized. The early history is coming together so much better and perhaps I should share this; that's what I'm supposed to be doing, learning how this place became what it is. So for the record this is splendid information.

Now this, would you care to add anything else to this tug of war, Morris and See and yourself and of course the final incident with See locked out of an office and the end of his career here.

A: Well, if I might back up for a moment. I said earlier that this Edwardsville campus of Southern Illinois University got started suddenly largely because of the good ground work that Harold See had established with this community. He had established the need for education in this area and the availability of buildings. I think we should note here that in 1957-58 academic framework was two center directors, both of whom were high school principals and superintendents in their formal careers.

I 'm sure this was perhaps a wise way to start, to see what was really happening. Harold See and I both come from families with backgrounds in public education. My own father was superintendent of high schools in Birmingham, Alabama. Harold See's father was across the river superintendent of education. So it was perhaps natural for Harold See to get things done expeditiously because, you see, in Alton we assumed the obligation of Shurtlerff students still enrolled. So when we opened in 1957 we had freshman, sophomores, and smaller groups of juniors and seniors. In East St. Louis we had only a freshman year.

But it was, perhaps, logical to have people in public education to direct. At any rate, their titles were directors but his was the wrong atmosphere. Therefore I'd say one of my first jobs was to create a collegiate atmosphere as opposed to what went on that first year. Which I would say was a sort of elaborate post high school.

After this first year things moved rapidly to some sort of an academic framework of the college variety even though it was not the kind of framework that I would have liked, not the kind of framework that vice president Charles Tenny would have liked. But both of those directors left.

One, Carlyle Ring, headed up to East St. Louis, had agreed to come for only one year. There was no problem there. Eric Baber, who had a rather distinguished career in the Chicago area in public education, wished to make a career here. I don't want to go into that except to say my first job was to suggest to Mr. Baber that he move on. That was an unpleasant duty to have to begin a career.

Mr. Baber had gotten himself in a good deal of embarrassing trouble and was much talked about in the Alton area. He had to be told in a nice way that his career was not in this university and that it was in his best interest to move on. He did take the hint and at the beginning of the academic year of 58 he did remove himself from the scene.

Q: This Baber incident I'm familiar with that. There were several similar incidents in Alton and we had to clear out, I think four or five people before that type of situation was resolved. But to get back. I have interviewed Harold See on the phone.

A: Yes.

Q: And he spoke very highly of you as incidentally every person that's been able to go back that far has commented on that you were always the quintessential southern gentleman in the way you handled problems and frustrations. But I sense there was a very real tug of war between what you and See wanted to do and what Morris was determined to do. And then what happened is as See told me and as others have told me and I knew it anyway. One day the locks on his office are changed and he's kicked upstairs and out.

You, however, survived all of that and went on. I think posterity would like to know some of your views on the final denouement shall we say of See here and your reflections and how you fit it in.

A: Well, the whole episode was most unfortunate. Harold See was a workaholic. I intimated a moment ago that the speed with which he demonstrated a need for higher education here Morris somewhat off guard. Morris was an expansionist always and a dreamer, and he could not afford to turn his back on what was going on up here after he had approved the beginnings of it. On the other hand, I think Harold See must share some of my same frustrations of not being able to pull things into any kind of shape by which it could grow. And he became convinced that things would be best by complete separation. Perhaps under the same board or perhaps under another board.

Now I may be quite wrong about this, but I believe Harold See felt that he had considerable backing in the board of trustees for this kind of a separation. Personally I don't think he did. I sat

in on a number of board meetings, not as many as Harold See did, but I believe he was wrong about at least the quality of the support he had for complete separation. I would also add that, according to stories I heard from a number of people, President Morris almost was asked out a few years after he came to this university. He was very wary and very astute in his handling of the Board of Trustees. The Board of this university, unlike the Board of other Illinois universities, is appointed by the governor with the consent of the senate, but the names that come up you can be sure after that first ado of Morris' were carefully considered by President Morris himself.

I don't mean this in an evil light because every president has to have a Board that gives him decent advice, but every president in his private heart wants a Board he can dominate and control, at least to keep them out of things they ought to be out of. That, as I saw it, was the basis of the quarrel. President Morris felt that Harold See, to use a very trite phrase, was too big for his britches and was undermining the whole university too soon from a financial and an academically tenable position.

A great many people warned Harold See about moving too quickly in the matter of separation. You can be sure that the faculty had a great deal of gossip going on about this whole matter. Would it support Harold See if he was able to pull this off? Were questions that went around gossiping over and over again. I remember talking into the night to a couple of faculty members who were themselves planning to go public on this matter. I reminded them that they were members of the university faculty and in that sense legally agreed to be a part of the ongoing university, however frustrating it might be.

I don't recall many serious conversations with Harold See about this. Because I think he sensed that it did not have my whole hearted support. When Harold See asked me to take over the academic arm of this university, he said that one of the things that is going to take a great deal of your time, is your attendance at the meetings of the academic deans every week in Carbondale. I'm sick of it, I've had to sit in from time to time on this and it is a full time job trying to get those people to understand both ends, and that is going to be one of your major functions.

I did not find this unpleasant because I thought Carbondale had an unusually good group of deans, presided over by Professor Tenny. So I had come to see the university as a whole, however frustrated I felt. And I suppose the last thing I ought to say about this is that I have always felt that since Harold See was a workaholic I think he worked himself up into something that we simple minded lay men would have called a sort of nervous break down. That is a meaningless term in many ways, but he had pulled off so much in so short a time that he could not stop the opportunity was here.

But what this would do to him and to all of us in a battle of this size I don't think he was able to grasp. I must say that the university tried in its way to contain this situation. In my office in the little brick house that is now University Security, a conference took place with John Rendleman acting as president Morris's full powered representative, and Harold See. I was sitting in as a silent observer, not an enforced silence, but after all it was not a matter for me to decide. This was a strange conference and there were two currents going on. One, Harold See was not going to be told by John Rendleman exactly what he was going to do. And John



Rendleman with his considerable experience in Springfield and state government and a legal knowledge of this university was trying very hard to give Harold sound advice. Although I must say in all honesty, perhaps John Rendleman wouldn't have minded heading up this whole thing himself.

Q: One final question on this. Perhaps unfair, but you can always refuse to answer. Were you... did you ever feel you were in danger of being kicked upstairs as See was?

A: No. Because I was not a part of this separation. Harold was working with community people and one or two people on the board of trustees. I felt this was not my province to decide, and I kept out of it as much as I could. I was going to have enough frustrations in trying to give some kind of decent academic organization to this new campus.

By the way I'm going to digress for five minutes to say I have heard many statements about all the academic help we got from Carbondale. We did not get academic help from Carbondale. There was not one person on the faculty of this university in 1957-58 who came from the Carbondale campus. We did have occasionally some help and some people who came up in the evening and taught a course later. Dean Horton Talley of the College of Communications I remember was the first dean who came up and taught an evening course one quarter. No, I did not feel any danger. If I had felt danger it would have been no problem for me to go back to the classroom. I have never feared to return to the class room. I remember a conversation with Robert MacVicar one day in which he said, I could never go back into

the classroom; you know I'm a chemist, and I'm twenty years out of date. So I must be a good administrator. I must stay in administration. I said, well I would take the exact opposite view and I would walk back with pleasure into any English classroom at this moment. I know that the fields of Chemistry and English are different, but I also know that one has an obligation to keep up in his field even if one is in academic administration.

TAPE RAN OUT

Q: You were telling MacVicar.

A: Yes, then I believe I said to your question, did I feel myself in any danger, I did not. I simply continued to act as the chief academic officer up here. President Morris came up to the campus more frequently than he had before. He even learned a few names.

Q: Oh Yes.

A: Up here, but he had never been interested in learning before. Towards the end of a very hot summer he called me up; it was, I believe, about the end of August and asked me to come down to his retreat on Kentucky Lake. If you get in the car you can come down and have supper and bring Margaret with you. And I said, well I'll ask Margaret because we don't order her to do things. We did get in the car and went down to Kentucky Lake and we had a pleasant supper. After supper the four of us, President Morris, myself, Mrs. Morris, and Margaret were ushered into his pontoon boat that he enjoyed very sailing around Kentucky Lake when we got out into a middle portion of

one arm of the lake, he turned off the motor and said, now I want to do some business. I want you to assume the vice presidency of the Edwardsville campus and carry on. I said, well this is rather sudden President Morris , but I think the answer is no. My reason was a dislike of budgetary matters and public speaking. I preferred to remain Dean of Academic Affairs. President Morris said that these objections were really minor in nature, but I still declined.

Q: Now let's lighten things up a little bit. Let's talk about best memories, worst memories, humorous memories starting with best.

A: Well I think a good memory was the getting under way of the buildings on the Edwardsville campus and realizing that even with the academic frustrations of organizations, we were at least going to be built into some kind of space even if the key word was flexibility. Even these buildings had to be flexible with movable walls that I've noticed haven't been moved very much because it's a very complicated process.

Q: It costs more to move than it would to rebuild.

A: That was evident in the beginning, nevertheless that's how it was. So I think that was a very proud moment. I think another proud moment was the establishment of the first honors in the session of 1958-59. A custom that has continued to grow in this university.

Humorous memories? After I came back from Carbondale as dean with the best wishes of the Board of Trustees, I was walking along Leveritt Lane going up to the campus when dear Mrs. Hampton the wife

of the deceased dean of students at Shurtleff College (she now taught in our English Department) came dashing out of her house and said, Mr. Going do you have a minute? I said of course. She said, I got up this morning and made a resolution that I would ask the first male walking up the sidewalk to help me turn my mattress. Would you mind? And I said, of course I wouldn't mind.

So that was my first official function as dean. One other comic moment (comedy is so closely associated with tragedy as all dramatists know) that first honors day I asked President Morris to say a few words of greeting to the assembly. He made a rather long speech to the parents and students about the virtues of late bloomers. He elaborated this to a great extent about the great people who had not done well in college, but who had succeeded later. He had his great respect and admiration for those people who had not done so well.

Now the point may be a valid point, but made to the particular audience it was very invalid. I had a whole series of parents come up to me afterwards and say what on earth is the matter with this man. It was a comic and tragic incident. I never understood whether it was perverse on the part of the president or whether he really didn't realize or forgot that his audience was honor students. At any rate, it is a highly comic memory.

Q: One aside I can't resist putting in. You mentioned Morris and names. Back in the early '60s, I was invited to give the commencement address at the fall or the late summer commencement, not

the important one, but the secondary one and I was honored to do that even so. Anyway when it was all over, Morris came over and thanked me, thank you Dr. Stanley for that memorable address.

A: And he didn't ask you whether you had met Livingston or not did he?

Q: I don't think so, but anyway I had done this marvelous job and here the President calls me Dr. Stanley.

A: I would say I have only one really bad memory of the university and I know you're tired of listening to me. We should, I suspect, bring this to a conclusion, but I think my saddest memory concerned Robert MacVickar that I spoke of a moment ago. One of President Morris's most difficult character traits was making up his mind about the top people he wanted around him. He never could focus on this with decision and dispatch. To fill Harold See's shoes he selected Clarence Stevens who was the budget officer of the University and who, by the way, I think, made a considerable contribution to this campus that is often overlooked. He presided over a great many important and unimportant things; for instance selecting the brick that we see out of this window here. He had built a series of demonstrations of various bricks that are still evident down here where we make a turn and come into the campus.

Q: The irreverent refer to that as Brickhenge.

A: Brickhenge. Exactly. He had a great many small and large decisions to make. He came here with a clear understanding that he was not to stay very long. So the problem was to get a chief administrator for this campus. You see, Stanley, I don't need to tell you that President Morris, after the Harold See incident, nearly drove all his administration crazy by changing the patterns. Should there be a resident vice president, provost, call him anything you want to, of this campus or should the thing be organized across the board. That is, should there be a business vice president for both campuses and should we run up and down the road. Should there likewise be an academic person who sailed up and down the road.

For instance, the Graduate Council got so frustrated that they met in a rather sleazy motel halfway between here and Carbondale so that the dean would not have to go the whole way all the time.

A great deal of thought went into the replacing of what, at that time, was going to be an academic person over both campuses because we were in that stage where there was somebody over student affairs and what we called gray areas, things like a university press that didn't belong to one campus or the other. There had been a great deal of thought and energy going into this selection. The vice president of the University of Louisville was most impressive to all of us and he had agreed to come. For some reason, best known to himself, after having accepted orally, he suddenly declined. This was most disturbing and I received a telephone call from Vice President Tenny who said that President Morris is very much upset, as you can imagine, and he is turning to a man by the name of MacVicar, whom neither you or I is going to like. And you must come down and help me with this matter.

I was in bed with the flu and I said I can not possibly come. It was one of my regrets that I could not sit in on this conference. I don't mean to say that whatever I said would have been in any way influential, but if you had asked me the blunt question of why I left academic administration in 1965 the answer would be in one word, Robert MacVicar.

I frankly did not like the man. He is a man of ability, but, if I might be blunt, there is a streak of cruelty in the man. I could give illustrations of this. Maybe I should do it to this extent. There was one person in our administration who had made a great contribution at a time we needed help, I shouldn't be secretive on this. It was the chair of the Nursing Department, our first actual department. She had gotten this department approved by the National League of Nurses, which was no mean feat, because it collapsed on the Carbondale campus.

Getting the nursing school up here was a very important step and I should have said some time ago that I was very proud of having a hand in this. (It is too bad I think that the medical school is not up here in this metropolitan area where it should have been. The law school may be debatable, but we have not taken advantage of the fact of the metropolitan area and the great advantage of numbers of people close together that professional schools like nursing and medicine must have.) This notion of a medical school without walls in Springfield is in my opinion a great mistake. Because it merely gives the university another expensive locality to operate in.

A Mrs. Shay, who was a very interesting woman, did agree to come and head our nursing department along with the two people from Carbondale. The woman who had been chair of the department at

Carbondale retired at this point. McVicar did not like Mrs. Shay for some reason that I prefer not to go into at this moment and he informed me that he was going to invite her to dinner and he was going to get rid of her at this point. Well, you don't get rid of people by inviting them to dinner and saying I fire you. You don't get rid of people who have done great services to the university in a prementory manner. This is a small illustration of why I made the decision to return to teaching. I did not choose to work long with Robert MacVicar. I think in the higher levels of administration if the person you have to work most closely with is not a person you admire, then you had best get out.

Q: Something that needs to be recorded; you've said it adjointly enough and please don't edit it out. One comment, no I am not tired of listening to you it's fascinating and I have at least two more questions. One is, has this university met it's challenge that it was set up to meet and that evolved as the university evolved? And two, would you do it all over again as a result of the first question?

A: Yes, I think to some extent it has met the challenge. It has provided a great many people with a chance at college education. It has provided a great many professional people in all walks of life. It has established itself as the most respected public institution of higher education in this area and it has continued I think its major mission of offering public education at as reasonable a price as can be offered.



No it has not fulfilled its entire potential. As I said a moment ago,, not only is it wise to have the jNursing School here (and I was very pleased that just before I left administration the ground work was being laid for the dental school.) The great failure was in failing to establish the medical school in this metropolitan area. It should have been done by all means.

In other words what I am intimating here is that those professional schools that best perform their functions in a metropolitan area have not all arrived. True, we have nursing and dentistry. True, we do not have law and medicine, which should have been a part of this campus, particularly medicine, law may be debatable. But in that sense we have not succeeded. In another sense that President Lazerson is very well aware of, we have not succeeded in turning ourself into a more residential campus. We are still a commuter campus. The decision must be made by parents in this area: you can go to the University of Illinois or you can have a car and go to Edwardsville. It is still necessary for most students to have wheels, as they would say, to attend this university and we will not be a full-fledged meaningful institution until we have more student housing, and become a more residential campus. Though we will always be to some extent a day campus because of the population center in this area.

Q: All right one final question then. Would you do it all over again?

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Q: All right one final question then. Would you do it all over again?

A: Yes, I think so because my major interest has always been in public education, and I feel that I would have made a mistake if I had gone to that private college in Ohio or if an earlier offer I had in New Jersey. I feel that I would not have been happy in these institutions because I would not have had an opportunity to serve in the great experiment of public higher education.

Q: Thank you Dean William T. Going for clarifying the record and adding so much to the understanding and dimension of the beginning and the development of Southern Illinois University at Edwardsville. On that happy note we will officially close.

## Index

### A

Ades, Jack, 10  
Alabama literature, 7  
Alton, 4, passim

### B

Baber, Eric, 18  
Baptists, 14  
Bear, Dave, 2  
Belleville-East St. Louis, 13  
Board of Higher ed., 4  
Board of Trustees, 2, 12 passim  
Brickhenge, 27

### C

Carbondale, 1, passim  
College of Ed., 15  
College of Liberal Arts and  
Sciences, 15  
Commuter campus, 30

### D

Davis, Howard, 2  
Dean of Academic Affairs, 24  
Dean of Instruction, 5  
Dental School, 30  
Dept. of Nursing, 15, passim  
Divisions/departments, 11

### E

Edwardsville, 4, passim  
English dept., 1, passim

### F

Festschrift, 10  
Fine Arts, 15

### G

Going, Margaret, 3, 23  
Graduate Council, 27  
Graduate School, 13

## H

Humanities, 15

## J

Joost, Nicholas, 10

## L

Lazerson, Earl, 30

## M

MacVicar, Robert, 22, 28,  
passim

Medical School, 28

Morris, Delyte, 11, passim

Morris, Mrs., 23

## N

Nursing Dept., 28

Nursing School, 30

## R

Rendleman, John, 21

Ring, Carlyle, 18

## S

School of Science, 16

See, Harold, 1, passim

Seminars, 8

Shay, Mrs., 28

Shurtleff College, 2, 4, 8, 14

Social Sciences, 15

Springfield, 22

Stevens, CLarence, 26

## T

Talley, Horton, 22

Tenny, Charles, 9, 18, 21

U of Ill., 12